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ABSTRACT

This handbook, one of a series of materials, was created to help vocational education teachers in the Mississippi ARC (Appalachian Regional Commission) Region to use resources available in their communities to enrich their classroom teaching. Resources are categorized as communication, government agencies, industry, and local business and professional people. For each category, specific resources are listed; for each suggested resource, information is supplied on what to look for (e.g., free advertising, use of teletrainer) and suggestions for obtaining these resources are provided. An appendix to the handbook contains information and samples for preparing newspaper articles and radio and television spot announcements, and a glossary. (KC)

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HANDBOOK OF COMMUNITY RESOURCES FOR CLASSROOM USE

DEVELOPED BY

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WITH APPENDICES BY CAROL MILLER

AUGUST, 1981

Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region

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HANDBOOK OF COMMUNITY RESOURCES FOR CLASSROOM USE

Introduction

The philosophy of vocational education is to meet both the needs of the student and the general public. Business, industry, and professional people are willing to extend a helping hand to help out with their share of that responsibility.

The school must not -- it cannot -- live alone. It must join business and industry to make a more harmonious relationship by instilling what is real in the working world through what is taught in the classroom. Business and industry need vocational education for the raw materials on which they depend. Vocational education needs business and industry to help make it more relevant to its students and their future.

Available Resources

Vocational teachers do not depend on a book and a desk to get the educational message over to the student. The job of finding suitable teaching and reference materials is up to the teacher, and often, sufficient funds are not available. The good teacher doesn't give up; he or she turns to the local community for support and assistance.

The purpose of this informal handbook is to help teachers utilize resources available in their individual communities. The size of the community will determine the number of resources available, while the creativity and imagination of the instructor will determine the use of these available resources.

RESOURCES - Communication

Where to Go:	What to Look For:	How to Go About It:
Local Newspaper	Good Public Relations Articles in the paper Free advertisement Pictures of your students in print	If you are new in town, or on the job, go first to see the publisher, then the editor. Make them your friends. Explain your program - sell it to them. Do a good job of PR all year long. Write a good article; if a student writes it, check it thoroughly. See that it is typewritten, double-spaced and correct. For information on how to prepare newspaper articles, see Appendix A. If you want pictures made, take the student at the newspaper photographer's convenience, not yours. If the photographer comes to your school, see that everything is in readiness and the photo ready to be shot. Again, facilitate matters for the newspaper person, not you. Get articles and advertisements in prior to the deadline by several days. Give the people on the newspaper staff all the recognition that you can. A Letter to the Editor expressing your appreciation will serve this purpose well.

Where to Go:	What to Look For:	How to Go About It:
Radio	Free time for radio programs about your organization	Call or visit the radio station manager. Tell him/her about your program and what you are trying to do. Most radio stations are very cooperative with educational agencies.
	Free advertisements about your fund drives	If you get free "spot" time, write them ahead of time, have your students practice with a recorder and be on time for taping. See Appendix B for more information on writing radio spots. Some national youth organizations send sample scripts to local advisors. These can be used as they are or they can be adapted for local use.
	Spots for various occasions	For a 15-minute program about your organization, write it out in script form (they don't have time), practice and practice, and be there with scripts in hand when the manager tells you to do so. For these programs, a late afternoon time is best so that parents can hear.
		Advertisements need to be typewritten, double-spaced and signed by the head of the school.
		Write a thank you letter to the radio manager, and/or have your Director/ Principal to write the manager, too.

Where to Go:	What to Look For:	How to Go About It:
Television	Student and/or Vocational Club exposure	In larger towns, it is wise to speak to either the Manager or Educational Director. In smaller towns, the teacher will usually know (or can find out) the shows that allow student participation. In one community a local show is glad to publicize the youth organizations, but likes some entertainment. Since the organization knows this, they furnish good entertainment each year.
Telephone Company	Telephone teletrainer (borrowed) to teach telephone usage. Everyone needs knowledge of good telephone techniques -- the service station operator, the farm mechanic, or the secretary. Films on good telephone usage, particulary good for businesses and their employees Speakers who will give additional "know how" about telephone techniques	Call the telephone company district office and ask to speak to the manager. You may call collect and it will be accepted. If the manager is not available, explain to the person who answers exactly what you are looking for. The person that you talk to will know what he/she is talking about, and will be able to help you. Be sure to explain when you want their service, and exactly who it will be; i.e., a group of nursing trainees who need to be able to use the telephone effectively. Decide on several time frames before you place your call. Be ready when you talk to the people. Always send a thank you letter after they have been to your school or have loaned either a film or a teletrainer.

RESOURCES - Educational Agencies

Where to Go:	What to Look For:	How to Go About It:
Community or Junior Colleges Senior Colleges	Information Speakers Interviewers for students entering contests Tours in career units	Call the Dean of the College, the Department Head you are interested in seeing, or the Counseling Department. They are willing to cooperate almost always.

RESOURCES - Government Agencies

Where to Go:	What to Look For:	How to Go About It:
Cooperative Extension Service	Bulletins for agriculture, home economics, and other vocational areas. Parliamentary Procedure books are free and are very good sources to use in training Parliamentary teams for FFA, VICA, and FBLA.	Call or visit the County Agent or Extension Home Economist. If he/she is not available, explain why you need the bulletins to the secretary, who will be able to get them for you. If there are not enough in the local office, they may be obtained from the Mississippi Extension Service at Mississippi State University. Requests must come through the county office.
Internal Revenue Service	All vocational students -- trade and industrial, agriculture, businesses -- will be paying income tax as soon as they begin employment. IRS has informative pamphlets and workbooks to help them understand the income tax system and possibly teach them to figure their own taxes.	Pamphlets and workbooks are free for the asking. Furthermore, any questions you would like to ask, an IRS employee is ready to answer. The Mississippi toll free number is 1-800-241-3868. Have exactly what you want in mind before calling.
Mississippi Economic Council	Information on the free enterprise system and other economic literature and films. All of the vocational youth organizations have free enterprise projects, and this information will be most helpful in accomplishing their goals.	Write the Chairman of the American Enterprise Center at 656 North State Street, P.O. Box 1849, Jackson, MS 39205.

Where to Go:	What to Look For:	How to Go About It:
Mississippi Employment Service	Information about Jobs Microfische Reader to locate available job openings Weekly Job Microfische for the Reader to keep students informed of local job openings	Call or visit the office nearest you. Tell them that your students would like jobs, and that you would like to help them. These people know where the jobs are and are happy to cooperate with you. Some schools have been given the Microfische Reader for use in finding out where and what jobs are available. The Microfische Reader Announcements are free and received weekly for students' use.
Social Security Administration	Social Security information Social Security Cards	Call or write your local Social Security Administration. You will find this listed in your telephone directory.

RESOURCE - Industry

Where to Go:	What to Look For:	How to Go About It:
Power Companies - Gas	Demonstrations for Home Economics classes	Call the local company. Ask the receptionist if they have a home economist; if they do, that is the person with whom you should make arrangements. Tell them when you want a demonstration and what you are studying.
Power Companies - Electrical	Demonstrations for Electrical Trades classes -- and "how-to" on building their own electrical demonstration boards. These same representatives have an excellent demonstration on electrical safety that is excellent for all vocational youth classes.	Addresses and telephone numbers may be found in your director/principal's office. Representatives of these companies leave cards with them.
Local Industry	Door Prizes -- a good many teachers are expected to take this responsbility.	The recipients of door prizes particularly appreciate the usable articles that industry can and will furnish. Contact at the industrial plant the highest official that will talk to you. That is the person who will have to make the decision. Tell them exactly what it is for and say thank you a lot. Shirt factories will load you down with shirts! A follow-up thank you letter from not only you, but the head of the organization that is giving away the door prizes makes for excellent rapport in the future.

Go:	What to Look For:	How to Go About It:
ustry	Panelists - VICA sponsors a "Careers in Industry" program.	Ask the head of several manufacturing concerns to be a part of a panel to tell about: 1. Their part in the industrial process 2. What kind of productivity they expect and how they go about getting it 3. What they expect from employees
	Speakers -- All vocational students need to know more about how to get a job -- what is expected of the prospective employees. Students believe someone in industry more quickly than they believe their teachers.	Talk to the Personnel Director, the Manager, or even the President. If they are not available, they will find someone for you. Have several dates available in order to work it in <u>their</u> schedule. Always follow up with a thank you letter.
	It is a misnomer that only business students need such knowledge as how to fill in applications, what to do at an interview, and how to make personal data sheets. These speakers can help <u>all</u> students to understand the importance of their part of getting into the world of work.	
	A manager from industry to talk to the students about productivity and its importance	

Where to Go:	What to Look For:	How to Go About It:
Local Industry	Tours Most companies are happy to have the students look them over. It is good public relations for them. A parts company in one area is very happy to show their "blind employee program " and has doughnuts and cokes for the students. Another company has a film and company literature to give students. Supplies -- often these are available if teachers know what they need, what to ask for, who to ask, and have enough confidence in themselves and their program to talk about it. Several examples will prove this point: One teacher asked for telephones throughout the Business and Office classroom. She asked the speaker who had been to her classes many times, and he knew what was going on. That same classroom has a telephone teletrainer from the company.	Call or contact the general manager. He/She will tell you the name of the person to talk to about the tour. If you know someone personally, contact the person for information. Tell them exactly how many students that you will be bringing, the time of your arrival, and how much time you will have to spend in their plant. Call at least two weeks in advance, and remember to send a thank-you letter. In the thank you letter, mention the tour guide. First, examine your teaching area, to see what you really need to do a good job but can't afford to buy. Don't ask for unnecessary supplies or anything that is unreasonable. Talk to the person as close to the top as you can. Someone below that level will not be able to make such decisions. Explain your program, what you are trying to do, and what you will accomplish with the addition of the product you are after. Invite the person to visit your teaching area -- whether you get the product or not. Express your gratitude if you do.

What to Look For:

How to Go About It:

A Metal Trades class instructor gets scrap metal from a company because he asked a materials handling equipment manufacturer for it.

A Building Trades instructor asked for small pieces of lumber for a project from a furniture manufacturer and got it.

One teacher called a local manufacturer of wood letter trays -- asked to talk to the president -- and asked for seconds that could not be sold, telling why they were needed. She got one dozen No. 1 wooden trays to go on her students' desks.

RESOURCES - Local Business and Professional People

Where to Go:	What to Look For:	How to Go About It:
Accountants	Speakers Information for students about income taxes, payroll tax and wages The cooperative education teacher may need particular help from time to time regarding wage and hour, sub-minimum wage and tax credit.	Visit the accountant who does your income tax. It is easier to talk to someone you know. If you do not have an accountant, ask your director/ principal for help. Or, look in the yellow pages of your telephone directory. If the accountant talks to the students, makes sure that he/she understands the grade level of the students in order that he/she will not talk "over their heads." This is important.
Attorneys-At-Law	Help to teach legal areas that all students need, and most teachers don't know Attorneys to speak Attorneys' secretaries to speak; they are almost as good. Sometimes you get freebies like legal paper and will covers (when they talk about wills).	Seek out the attorney you know best. Tell it like it is: "My students need to know how to make a will, and I want them to hear it from the "horse's mouth!"

Where to Go:	What to Look For:	How to Go About It:
Banks	Teaching information	Talk to the vice-president, if possible. Know what your teaching unit will be before you make contact. Banking personnel can make beautiful bank reconciliation projects if they have a sample to go by, and most will furnish the sample checks to go along with it. This is good advertisement. If there are several banks in your area, use them all.
	Banking and economics material	
	Banks have bulletins about money and banking.	
	Money - to give incentive awards	Before you talk to the bank officer about giving your vocational youth organization money, decide exactly what you are going to give. Explain how this will help the student and the bank. Tell him/her about your annual banquet or awards presentation, and invite banking personnel to attend. An award or certificate honoring the bank officer is a nice way of saying "thank-you" from your chapter. Publicize these awards in your local paper. Banks like free advertising.
	Money - to help finance student participation in national youth organization conferences	Visit the bank officer during his/her work day (by appointment). Explain the importance of the students' attendance at the conference. Know exactly what it will cost, and know how much additional money you will need. Be grateful for any amount. And publicize this, too.

Where to Go:	What to Look For:	How to Go About It:
Banks	Speakers on check-writing, loans, and savings	In setting up appointments for the bank employees to talk to your students, be specific about dates and times. Remind them that they are talking to high school students; i.e., these students are more interested in automobile loans than home loans. These peope know banking, but need help in "teaching." Take notes as the students do, and let the students know that they will be tested on the talks. And be sure to give the test completely from <u>your</u> notes.
Cosmetologists	Someone who can talk, and who knows about hair and skin problems; and do some demonstrations. Boys and girls enjoy these informal sessions.	Contact a hair stylist who has rapport with young people. The teacher must explain to the hair stylist what is needed. One of the things that must be stressed to the speaker is to leave brand names out of the conversation. In a small town, teachers have to be careful not to play favorites. It is good advertisement, and all business people need it.
Insurance Agents	Speakers	Talk to your insurance agent if he/she is capable of talking to a group. Explain in detail what your students need to know.

Where to Go:	What to Look For:	How to Go About It:
Insurance Agents	Information on insurance for specific purposes: 1. Students who are entering contests and need help 2. Automobile Mechanics students, for instance, need to know about liability, collision, and other types of auto insurance.	
Medical Personnel	Speakers to 1. Talk to students about careers 2. Tell them what they look for in employees 3. Work with youth organization on such projects as CPR (Cardiopulmonary Resuscitation.)	Make an appointment with the local hospital administrator. Most administrators feel that it is a good public relations policy to work with a local educational system. Since they are looking for new people to enter the medical field, they like for their employees to meet with, talk to, and work with high school students.
Merchants Baker Grocer Soft-drink Vendor	Food for annual banquets, Open House, or youth organization parties	Talk only to the manager, in person if possible. If not, find out his/her name, and call him/her by their name. Tell them what you want and why you want it. If it is for a banquet, for instance, tell them that it is a very special night for your students and their parents and that you will properly publicize their donation. (And do it!)

Where to Go:	What to Look For:	How to Go About It:
Merchants		Ask for all you need. You might not get what you ask for; but be grateful for anything. Remember to follow up with a warm thank-you letter.
Discount - Variety	Door prizes for local and state conferences Articles for your service projects	Talk to the store manager. No one else can say "yes" or "no" -- so start with the right person. Explain why you need help. For instance, you are collecting door prizes for the State VICA Conference. Or, you need extra gifts for the nursing home residents that your group has adopted.
Merchants (General)	Speakers	Always go to the top. Get the store manager or owner to talk to your group. Not only will it be good for your students, it will be good for your department when you need to ask for a freebie.
Automobile Dealers	Demonstrations (To help get VICA contestants ready for competitive events.)	Ask the local automobile dealer to furnish a car to "trouble-shoot"; or better yet, show your students something you can't!

In Summary

Every teacher needs to be aware of different ways to utilize the resources of the community in order to do a better job. Some suggestions for this have been made a part of this handbook. Additional information on writing newspaper articles, radio and television spots, and a glossary of relevant terms are provided in the appendices on the following pages.

A few reminders for the teacher who goes out looking for help:

1. Be sure to bring to the business, indutrial, and professional people's attention the fact that gifts or contributions to schools and/or organizations are tax deductible. There are often monetary reasons for the business and industrial community lending a helping hand.

2. Be cooperative. Teachers should be helpful first. The teacher must be ready to do his/her part whenever called upon. This cooperation must go both ways.

3. Be prepared.

4. Know what you want.

5. Be specific.

6. Do your part.

7. Be appreciative.

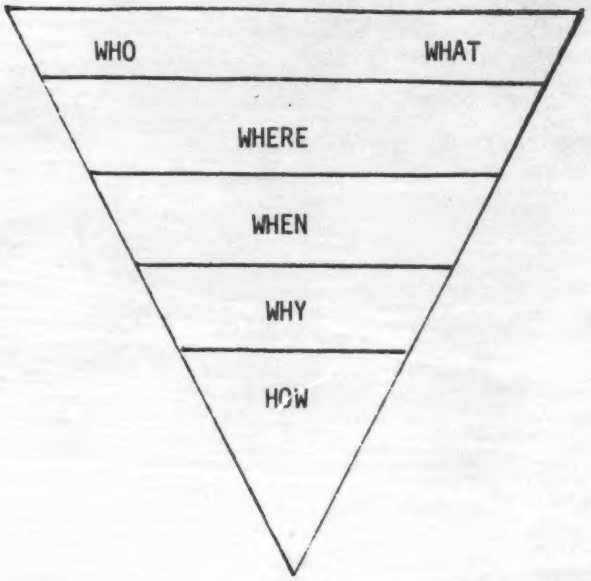
APPENDIX A

PREPARING NEWSPAPER ARTICLES

PREPARING NEWSPAPER ARTICLES

Mechanics

A newspaper article takes the form of an inverted pyramid:



The questions asked in the inverted pyramid should be answered in the first paragraph of the news article. This will grasp and maintain the interest of the reader. The article is also subject to being cut after any paragraph, so the most important parts of the story must be told first.

Keep sentences short and use easy to read and understand words. Avoid technical terms that the average reader will not understand. Write as you would talk.

Critically examine your finished article; make sure you haven't used one word or phrase too often.

Think the article through before you write it so that it will be logical and accurate.

If at all possible, limit your article to one page. If it is necessary to continue the article on a second page, end one sentence at the bottom of the first page and begin a new one at the top of the second page. Write "MORE" at the bottom of the first page, and on the second page write your school's name or a few words identifying your article in the upper left corner of the page and "2" in the upper right corner. At the end of the story, write "END" or "-30-" or "###" to indicate that no copy follows.

Materials

If your school's letterhead is standard size and confined to the top of the page, use it for the first page of your news release (it shows your address and emphasizes the fact that you're a part of the school). If the letterhead is too space-consuming, don't use it - but be sure to include your address at the top left corner and your name and phone number. Never use legal size paper.

Format

Always type the news release, double-spaced, and use only one side of the sheet of paper. Come down about one-fourth to one-third from the top of the first page (this leaves room for the editor to write instructions and a headline - don't submit a headline).

Use 1-1½" margins on right and left, use one inch at the bottom.

Always send an original or a good photostatic copy - no carbon copies.

Writing "SPECIAL" on your news release lets the editor know that it is a special version of the story written for the paper. "EXCLUSIVE" means that this is the only paper receiving the story in any form.

Indicate the date that the article is to be "released" or printed. It may be a specific date or it may be immediate release. "FOR IMMEDIATE RELEASE" means it is to be printed upon receipt. You may send an article in advance but identify a later date for publication. In either case, indicate the time for release a double or triple space below the school's name and address.

Additional Reminders

Get to know people personally (press, radio, television).

Be available. Give reporters who cover your organization or school events your office and home telephone numbers, as well as the name of someone to call when you are not available.

Plan ahead. Don't bother media personnel with unprepared, last minute materials. Keep a scrapbook of clippings and dates. This will help in planning to provide ideas for future stories.

Give all members of the media equal treatment.

Never complain about a story unless a serious mistake has been made. If you feel you must complain, go to the reporter who handled the story to do so.

Don't harass media personnel by constant questioning about why a story wasn't used. You might ask if there is something you can correct for next time - but understand that they make the decisions as to what is important enough to be printed.

Thank people. Let the media know you appreciate their efforts.

Think about it from their standpoint. How can you help meet their needs?

Find out when deadlines are and when material must be submitted prior to it.

Learn how pictures are to be supplied. (Some newspapers require negatives, others require prints, others prefer to assign their photographer to make pictures with you.)

Ajax Vocational Club
Ajax Senior High School
330 High School Drive
Ajax, Mississippi 30000

Baker: Ajax 3-0404
Home: Ajax 3-4848

FOR IMMEDIATE RELEASE

Six Ajax High School students came away winners from State Competition in a variety of trade areas ranging from auto mechanics and agri-business occupations to salesmanship, clothing construction, food service and horticulture.

Ty Thompson, Cindy Canton, Sue Smith, Joe James, Tony Jones, and Eunice Applewhite, members of the Ajax Vocational Club, all received first, second, or third place trophies for their performances in the competition. Each of the students performed against representatives from other clubs of schools across the state. One student in each trade area represented that subject area in their school. Over 3,000 students attended the competition, which was held July 1-4 on the Mississippi State University campus.

Ty, Cindy, and Sue received first-place trophies for their performances in automotive troubleshooting, clothing construction, and horticulture competitions, respectively. Joe and Tony placed second in personal selling and agri-business competitions, respectively, and Eunice received a third place award in food service competition.

Mr. Jerry Johnson, auto mechanics instructor, and Ms. Rosa Rockton, horticulture instructor, are the sponsors of the Ajax Senior High Vocational Club.

-30-

SCHOOL LETTERHEAD

Date

Ms. Jane James, Editor
Ourtown News
1 Public Information Drive
Ourtown, Mississippi 10101

Dear Ms. James:

The National, State and Local Vocational Education Associations have proclaimed October as "Know Your Media" month.

The members of the Ourtown Chapter are aware of the importance of having a good local newspaper. We are grateful to you and the staff at the Ourtown News for providing us with good local coverage.

Thank you also for your cooperation with vocational education in Ourtown and the Ourtown Vocational-Technical Center.

Sincerely,

Joe Joseph

Joe Joseph
Chapter President

APPENDIX B

PREPARING RADIO AND TELEVISION SPOTS

PREPARING RADIO AND TELEVISION SPOTS

Spoken words are easily distorted or misinterpreted. For this reason, different techniques and skills are needed for radio and television communications from those used in newspaper communications.

The listener must be informed in 30 to 60 seconds; therefore, it is necessary to know exactly what message you are trying to convey. Write it with the average listener in mind.

Broadcasting agencies are regulated by time limits, and time is figured by words per minute. Pay strict attention to the number of words, seconds or minutes that the station asks for. Generally, a radio station suggests 100 words for a minute and television asks for 120 words for a minute.

The manuscript should be double- or triple-spaced, typewritten, and pages should be numbered but not stapled. An article is usually submitted ten days before it is to be aired (depending on the station). An extra copy of the script should be prepared for the station files.

Radio and television scripts contain the same basic information; however, the body of the script for television needs visual explanation. For this reason, most scripts for television follow a two-column format. One column contains the sound portion and the other column contains the visual portion. This is know as a rundown sheet and an example is shown in this appendix.

Both radio and television stations usually devote part of their time to public service announcements at no charge. These are usually 30 or 60 second spots. Because of the short time span and the competition for these spots, they must be as concise and as newsworthy as possible. An example of a 30-second spot announcement in acceptable format is shown in this appendix.

RUNDOWN SHEET

Jean Jones

VIDEO	AUDIO
(MS) Me	"Hello, thank you for joining me, Jean Jones, from your Cooperative Extension Service."
(CU) Plate of Mints (Finished Product)	"At this time, I would like to share with you the procedure for making party mints, which are good for receptions and parties".
(CU) Recipe Poster	"The recipe, which will yield 50 mints, is: 1/3 c. melted margarine ½ lb. sifted powdered sugar 1/16 t. salt 1/8 c. half and half cream 8 drops oil of peppermint Few drops of food color."
(CU) Demonstration of how to mix ingredients	"The procedure is simple: 1st: place melted margarine in mixing bowl 2nd: Add 8 drops of peppermint oil 3rd: Stir in sifted powdered sugar 4th: Add cream to mixture (Add only the amount that is needed to form a stiff mixture) and .. 5th: Add a few drops of food color to add color to the mixture."
(CU) Decorator bag	"To make mints in different sizes and shapes, simply place the mixture inside a decorator bag."
(CU) Pressing mints on wax paper	"Make desired design on wax paper. If your design does not form, scrape the mixture up and put it back into the decorator bag ... Let the mints dry overnight."
(CU) Recipe Poster	"As I said, the recipe is very simple. It is: 1/3 c. melted margarine ½ lb. sifted powdered sugar 1/16 t. salt 1/8 c. half and half cream 8 drops oil of peppermint Few drops of food color."
(MS) ME at finished product	"Thank you for joining me today. I hope you enjoyed the recipe I have share with you."

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OurTown Vocational-Technical Center
Vocational Avenue
Ourtown, Mississippi 10101

October 1, 1981
Jones: 444-6666
Home: 444-5555

FOR BROADCAST BEFORE
2:30 p.m., OCTOBER 3

PUBLIC SERVICE ANNOUNCEMENT --- 30 seconds

Friday, October 3, is American Enterprise day, as proclaimed by the President of the United States. Profit is what makes the world go 'round. It keeps our companies operating, and from it we get our wages and fringe benefits. When companies all over the country make a profit, we have a healthy economy and are able to maintain our high standard of living. My name is Jane Doe and I am a part of the Vocational Education Chapter of the OurTown Vocational-Technical School. We invite you to visit OurTown Vocational-Technical School on Friday, October 3, between the hours of 8:30 and 2:30 to help us celebrate American Enterprise Day.

---------- end ----------

GLOSSARY

DEFINITION OF TERMS IN COMMUNICATION

GENERAL TERMINOLOGY

Communication - The transmission of information.

Media - Avenues through which public relations messages are transmitted to the audience. Common media include newspapers, magazines, radio, books, posters, brochures, speeches, calendars, and slide films.

Public - Any group of individuals that a public relations program seeks to influence.

Publicity - A technique of public relations. A message purposefully planned, executed and distributed through selected media to further the particular interest of the client without specific payment to the media.

PRINTED MEDIA

Advertising - Persuasive material that is presented to the public as acknowledged appeal of an identified party.

Boldface type - A blacker, heavier type than its regular or medium counterpart in any given type face. Used to make the matter stand out from the surrounding copy.

Bond - Paper ranging in grade from a low-grade sulphite to 100 percent rag content.

Caps - Capital letters.

Composition - Setting type. Also, arrangements of the elements in a paragraph.

Copy - Written material, such as press releases, the text of booklets or a magazine article.

Cropping - Changing the proportions or size of an illustration to eliminate unnecessary or undesirable background or to enable the reproduction to fit into a specific space.

Delete - "take out" or "omit" from copy.

Display Face - Type or hand lettering, normally used for a letterhead.

Dummy - Sheets of paper cut and folded to the size of a proposed printing job.

Filler - A short bit of copy used in making up the page of a publication to fill small spaces.

Flyer - A mailing piece prepared to announce or promote new merchandise, special offers, or events.

Grain - The direction in which the fiber of paper lies. Paper folds best with the grain.

Home-Town Stories - Stories, prepared for the local newspaper, of individuals who are participating in an event or activity.

Initial Letter - First letter in a block of copy usually equal to two or three times the depth of a line of the copy.

L.C. - Lower-case letters.

Layout - An outline for presentation of material for publication or reproduction within the confines of the previously designated format.

Leaders - Dots used to direct the eye from one part of the copy to another.

Masthead - Name of publication and staff, usually boxed and appearing in each issue.

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Newsprint - The paper on which all newspaper are printed. Also used for inexpensive printed material.

Page Proof - Proof of the type and engraved matter as it will appear in final page form.

Propaganda - A effort to influence the opinion of others.

Reduce - Decrease the size of any visual item in reproducing it.

Release - A manuscript prepared for issuance to the press or broadcast media.

Release Date - The time and day on which information issued to the press and broadcast media is to be exposed to public view.

Reprint - A second or new impression of a printed work.

Retouch - To improve by artwork the definition of photographs for halftone reproduction.

Reverse - To run printed material with white type on a dark background.

Straight Matter - Copy without any display lines.

Stuffer - A printed piece intended for insertion into envelopes, packages, delivered to customers, with bills and receipts, or any other item that provides a medium of delivery.

Style Book - Manual setting up standards for handling copy.

Tabloid - A newspaper format, smaller than standard size, and usually having five columns per page, each page being slightly more than half the size of a standard paper.

Text - The body of any written material - the copy.

U and LC - Upper and lower case; capitals and smaller letters.

Upper Case - Another term for capital letters.

AUDIO/VIDEO

Audio - Any sound -- voice, music, sound effects, background, etc.

Burn - Glare picked up by camera lens.

Camera Shots -

CU - close-up	GS - group shot
LS - long shot	BS - bust shot
HS - head shot	FS - full shot

Fade - To gradually diminish one picture while bringing on another.

Graphics - Poster, drawings, and still photographs.

Video - Anything photographed by camera.

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